



Welcome
MontCAS
Montana Comprehensive Assessment System

Judy Snow, OPI State Assessment Director
Pam Birkeland, Digital Library Lead
Paula Schultz, Smarter Accommodations Lead
Mellicent Friddell and Pamela Oberg
Measured Progress
Smarter Accommodations
Fall 2015



1

Training and Communication

- **Next Steps: Assessment and Data Conferences**
 - Missoula, January 11-12, 2016
 - Billings, January 21-22, 2016
- **Webinars—Save the Dates**
 - 3:30 – 4:30 pm
 - Wednesday, October 28—MontCAS Overview
 - Wednesday, November 4—Smarter Reporting
 - Wednesday, November 11—Digital Library Reporting Modules
 - Wednesday, November 18—Smarter Accommodations
 - Wednesday, December 9—Smarter Technology Requirements
- **Jump Newsletters**



2

MontCAS



WIDA: Access for ELLs and Alternate
English Language Proficiency (ELP), Grades K-12
Reading, writing, speaking, listening
December – January



Measured Progress
Science CRT and CRT-Alt grades 4, 8, and 10
Spring



NCSC Alternate: English Language Arts (ELA) and math, grades 3-8 and 11
Spring



UCLA/CRESST and Measured Progress
English Language Arts (ELA) and math, grades 3-8 and 11
Spring



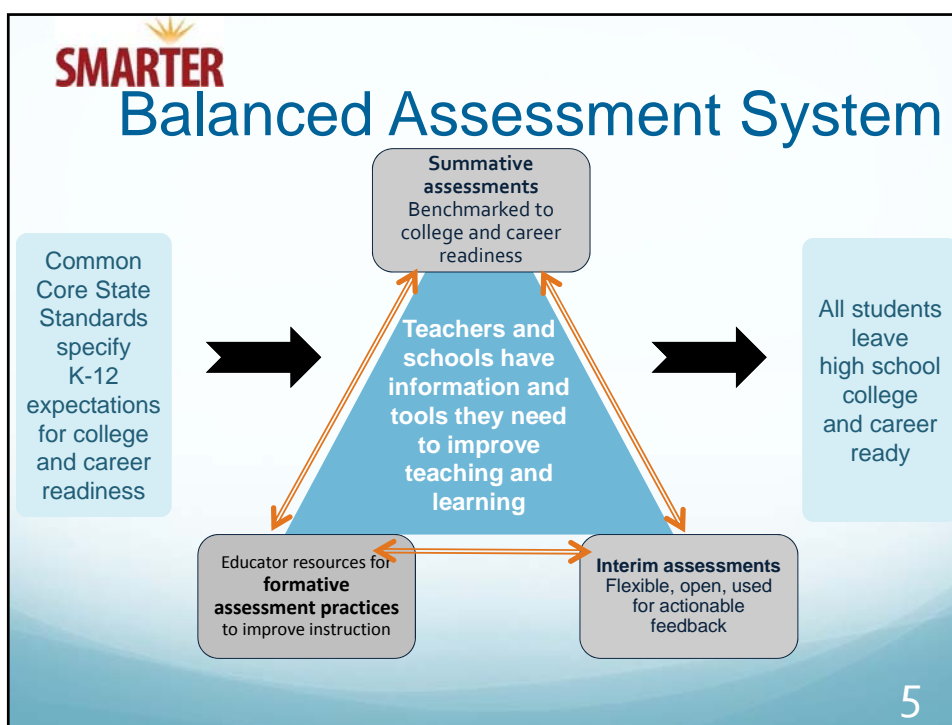
ACT Plus Writing
Public high school juniors
April/May

3

Participation Smarter and NCSC

- Grades 3-8 and 11: English Language Arts and Mathematics
- Montana Accredited Schools
- BIE Schools
- Not included in participation
 - First year in United States school LEP students do not participate in the English Language Arts
 - Home school students
 - Private non-accredited schools
 - Treatment Centers:
 - Part time enrolled students test in resident school
 - Montana Youth Challenge Academy
 - Job Corps

4



Accessibility and Accommodations Framework

Smarter goal is to provide every student with a positive assessment experience

- Fair and accurate estimate of each student's achievement
- Remove obstacles to accurate measurement for
 - Students who are English Language Learners ELLs
 - Students with Disabilities
 - Students with special assessment needs

7

Usability, Accessibility and Accommodations



Smarter Balanced
Assessment Consortium:
Usability, Accessibility, and
Accommodations Guidelines

Prepared with the assistance of the
National Center on Educational Outcomes

June 1, 2015

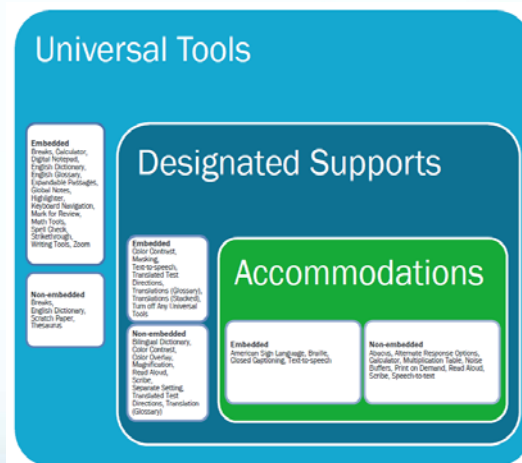
- Guidelines apply to all students
- Three levels of support
 - Universal Tools
 - Designated Supports
 - Accommodations
- FAQ

http://www.opi.mt.gov/pdf/Assessment/SMART/15UAA_guidelines.pdf8

Smarter Accommodations

Three levels of support both embedded and non-embedded

- Level 1 – Universal Tools
 - For ALL students
- Level 2-Designated Supports
 - For SOME students
- Level 3 –Accommodations
 - For a FEW students



Taken from the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* document

9

Considerations for Embedded and Non-embedded Approaches

- Embedded versions of the universal tools, designated supports, and accommodations are **provided digitally** through the test delivery system while non-embedded versions are **provided at the local level** through means other than the test delivery system.
- The choice between embedded and non-embedded universal tools and designated supports should be **based on the individual student's needs**. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

10

Level 1 – Universal Tools

Provided for all students



11

Level 1 – Universal Tools

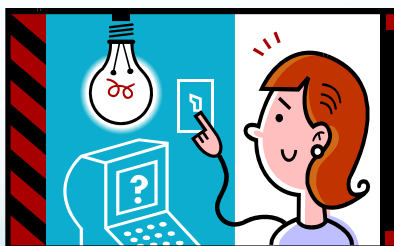
- Based on student preference and selection



12

Level 1 – Universal Tools

- Can be turned off if tool is viewed as a distraction



13

Level 1 – Universal Tools

- Should be using these tools in other digital environments so students are familiar with them

Level 1 – Universal Tools



14

Level 1 – Universal Tools

Available to **all students**
based on student preference
and selection

A teacher may determine that the embedded tools need to be turned off within the assessment as they might cause distractions for particular students

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

15

Table 1: Embedded Universal Tools Available to All Students

| Universal Tool | Description |
|--|--|
| Breaks | The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Calculator (for calculator-allowed items only) (See Non-embedded Accommodations for students who cannot use the embedded calculator) | An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator). |
| Digital notepad | This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. |
| English Dictionary (for ELA-performance task full writes) | An English dictionary may be available for the full write portion of an ELA performance task, pending contractual discussions. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English glossary | Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment. |

Descriptions for use within the
Guidelines

Level 2 – Designated Supports

For SOME students

17

Level 2 – Designated Support

For any student for which a need has been indicated

- by an educator or
- a team of educators with parent/guardian and/or student
- Identify through ISAAP (Individual Student Assessment Accessibility Profile) or a similar process



18

Level 2 – Designated Supports

- Currently being used for instruction and/or other assessment(s)



19

Level 2 – Designated Supports

Identified prior to the assessment



20

Level 2 – Designated Supports

Activated prior to testing in ART (Assessment Registration Tool)



21

Level 2 –Designated Supports

For some students

Embedded Supports

- Color Contrast
- Masking
- Text-to-Speech (for ELA items and math items-NOT reading passages)
- Translated text directions (for math items)
- Translations(Glossary)
- Translations (Stacked)
- Turn off any universal tools

Practice/Training tests:

Smarter Link: <https://practice.smarterbalanced.org/student/>

Measured Progress Portal

<https://mtsmarter.measuredprogress.org/portal/>

22

Level 2 – Designated Supports

For some students

Non-embedded Supports

- Bilingual Dictionary (ELA performance task full writes)
- Color Contrast
- Color Overlay
- Magnification
- Read-Aloud (for ELA items and math items-NOT ELA reading passages)
- Noise Buffers
- Scribe (for ELA performance task full-writes)
- Separate Setting
- Translated Test Directions
- Translations (Glossary) (for math items on the paper-pencil test)

23

Level 2 – Designated Supports

For some students

For use by **ANY** student for whom the need has been indicated by a teacher or school team.

Recommended consistent district training for staff
Use of the *Individual Student Assessment Accessibility Profile* (ISAAP)

Remember:
Decisions prior to administration.

Embedded
Color Contrast,
Masking,
Text-to-speech,
Translated Test
Directions,
Translations (Glossary),
Translations (Stacked),
Turn off Any Universal
Tools

Non-embedded
Bilingual Dictionary,
Color Contrast,
Color Overlay,
Magnification,
Read Aloud,
Scribe,
Separate Setting,
Translation (Glossary)

24

Level 3 –Accommodations

For FEW students

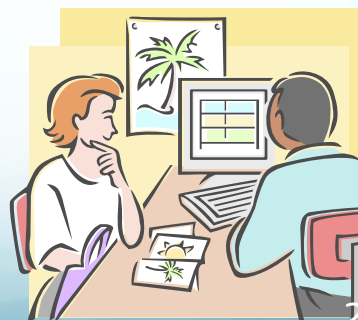
25

Level 3 –Accommodations

For FEW students

Documented need for the support such as an IEP or a 504 plan

- Decisions made by a team
- Information must be entered in ART to activate



26

Level 3 –Accommodations

For FEW students

Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer

- May use the speech-to-text and/or
- Scribe

**Should have experience using these supports prior to test



Level 3 –Accommodations

For FEW students

Embedded Accommodations

- American Sign Language (for ELA listening items and math items)
- Braille
- Closed Captioning (for ELA listening items)
- Streamline
- (for ELA reading passages all grades)

Practice/Training tests:

Smarter Link: <https://practice.smarterbalanced.org/student/>

Measured Progress Portal

<https://mtsmarter.measuredprogress.org/portal/>

28

Level 3 – Accommodations For FEW students

Non-embedded Accommodations

- Abacus
- Alternate response options
- Calculator (**Braille and Talking Calculator for calculator items only**)
- Multiplication Table (**grade 4 and above for math items – single digit 1-9**)
- Print on demand
- Read aloud (**For ELA reading passages-all grades**)
- Scribe
- Speech to text

29

Level 3 – Accommodations For FEW students

Changes in procedures or materials that increase equitable access for students with an IEP or 504 plan.

- Need to be identified prior to assessment administration
- Parent/Guardian Report must be created.

There must be documentation within the IEP or the 504 plan with evidence that shows a need.

Embedded
American Sign Language, Braille,
Closed Captioning, Text-to-speech

Non-embedded
Abacus, Alternate Response Options,
Calculator, Multiplication Table,
Print on Demand, Read Aloud,
Scribe, Speech-to-text

30

| Designated Support | Description | Recommendations for Use |
|--|--|--|
| Bilingual dictionary (for ELA-performance task full writes) | A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. | For students who are not fluent in English, a bilingual dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. |
| Color contrast | Test content of online items may be printed with different colors. | |
| Color overlays | Color transparencies are placed over a paper-based assessment. | For students who are visually impaired, color overlays (including color overlays) should be provided to ensure that colors do not interfere with the assessment. |

Both Designated Supports and Accommodations give teachers access to not only a Description but also Recommendations for Use

Tools and Resources

ISAAP Process

- Provides a thoughtful, systematic approach to addressing student access needs for Smarter Balanced assessments
- Team approach
- Overall goal is to provide students with a comfortable testing experience that allows them to demonstrate what they know and can do

33

ISAAP Tool

(Individual Student Assessment Accessibility Profile)

- Excel spreadsheet tool
- Used to help document team decisions on Designated supports and Accommodations required by IEP or 504 students
- Provides organized information to person designated to input information into ART

34

[illegible]

7 Step Process For Accessibility Resources

- Select key staff members and define roles
- Provide training and information to staff, students and parents
- Identify students who will benefit from supports
- Select appropriate supports using a systematic process (ISAAP)
- Enter Designated Supports and Accommodations into ART
- Perform a pre-administration check of assigned access supports
- Check for delivery of assigned Designated Supports and Accommodations at the time of the test.

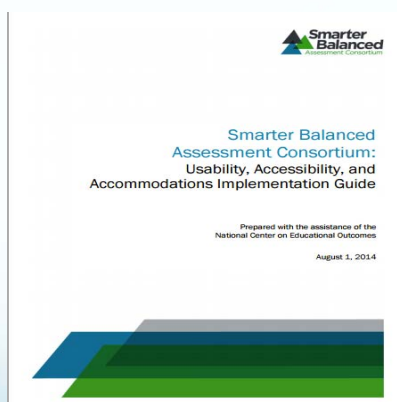
Resources and Practices Comparison Crosswalk

- The draft *Crosswalk* illustrates the alignment between the CRT and the Smarter Balanced system where alignment exists.
<http://opi.mt.gov/pdf/Assessment/SMART/DraftCrosswalkCRTSmarterAccommodations.pdf>
- The *Smarter Balanced Resources and Practices Comparison Crosswalk* provides descriptions of the resources and their classroom equivalent.
http://opi.mt.gov/pdf/Assessment/Conf/15Jan/SA/SB_ResourcePracticesComparisonCrosswalk.pdf

37

UAA Implementation Guide

Resources for Districts



38

Appendix H-Resources for Districts and Schools

- **Considering Student Accessibility and Accommodations Needs (Resource 1)**
- **Do's and Don'ts when selecting designated supports and accommodations (Resource 2)**
- **Working together to Address Student Needs (Resource 3)**
- **Designated supports and accommodations from the students perspective (Resource 4)**
- **Parent input on designated supports and accommodations (Resource 5)**

39

Appendix H-Resources for Districts and Schools (continued)

- **Designated supports and accommodations journal for teachers (Resource 6)**
- **After-test questions (Resource 7)**
- **Planning for Designated Supports and Accommodations (Resource 8)**
- **Questions to guide evaluation at the school or district level (Resource 9)**
- **Glossary (Resource 10)**

40

OPI WEBSITE

<http://opi.mt.gov/curriculum/MontCAS/>

Home » curriculum » MontCAS » Assessment – MontCAS

Welcome to ...

- General Interest
- Training and Webinars
- Smarter Balanced
- CRT & CRT Alt Science
- New Alternate Assessment (NCSC)
- ELP
- ACT
- JUMP Newsletters
- Assessment Conference

JUMP Newsletter

Click Here to Subscribe Now




Welcome to the Montana Comprehensive Assessment System

This site provides all the information and tools that System Test Coordinators and schools need to administer Montana statewide assessments. We have made many changes in our website to make it easier to navigate. Please view the video below for more information about these changes. All of the information posted on this site is intended for System Test Coordinators. We have added icons to designate materials that are recommended for test administrators, teachers, special education teams, and families. These icons are posted in the legend below and on each page of the site.


Families



Teachers



School Leaders



MontCAS Goals

Our goal is to provide the necessary support and training that test administrators and their teams will need to successfully administer the Smarter Balanced Assessment in addition to all other statewide assessments. We will:

41

Documenting Accommodations



42

Documenting Accommodations

Accommodations must be clearly documented in the IEP or 504 plan

- **Instructional**
- **Assessment**



43

Documenting Accommodations

Three possible areas of the IEP

- **Consideration of Special Factors**
 - assistive technology devices and services
- **Supplementary Aids and Services**
 - aids, services, and other supports students need to access the general education curriculum
- **Participation in Assessments**
 - how a student will participate in state and district-wide assessments

44

Practice and Training Tests Technology Information

Recommended Browsers

- Windows XP, Vista, 7, 8.0, 8.1: Mozilla Firefox
- Mac OS 10.4.4–10.9: Firefox
- Linux Fedora Core 6 or 16; Ubuntu 9–11.10: Firefox
- Apple tablets (iPad) running iOS 6.0-7.0: Safari
- Android tablets running 4.0.4-4.2: Google Chrome
- Chrome OS 31+: Google Chrome

Headsets and Microphones

- Students are permitted and encouraged to use their own ear buds or headsets, but systems and schools should also plan on having some available.
- Speech to Text: Isolated cases: the microphone would be part of their assistive technology they currently use in the classroom.

45

Access to the Smarter Training and Practice Tests Smarter Website or the Measured Progress Portal

- **Smarter Link:** <https://practice.smarterbalanced.org/student/>
- **Measured Progress Portal**
 - <https://mtsmarter.measuredprogress.org/portal/>

(MontCAS) Portal page



Smarter Reports will be coming soon. Please wait for further information from OPI.

Working with Measured Progress, Montana educators and the [Office of Public Instruction \(OPI\)](#) have developed criterion-referenced tests (CRT) in reading, mathematics, and science. These assessments are a piece of Montana's Comprehensive Assessment System (MontCAS), which has been designed to provide parents and teachers valid, useful information to help all students succeed.

MontCAS' goal is to provide the necessary support and training that test administrators and their teams need to successfully administer the Smarter Balanced Assessment (SBA) in addition to all other statewide assessments.

Please visit <http://opi.mt.gov/curriculum/MontCAS/> for more information on other Montana assessments.

Click [here](#) to take the Smarter Balanced Practice and Training Tests!

These important 'dress rehearsal' tests create an opportunity for teachers, parents, and students to test drive a sample Smarter Balanced test. It also encourages professional development activities, and promotes discussions within the learning community.

NOTE: The Practice and Training Tests can be taken at your convenience, at any time, on any Internet-connected computer using a current Web browser, including Mozilla Firefox, Google Chrome, Microsoft Internet Explorer 10, or Apple Safari.



46

Practice Test Site

Please Sign In

Guest User

Confirmation Code:

State-SSID:

(ex: 01-00000000-23)

Guest Session

Session ID:

Sign In

Is This You?

Please review the information below. If all of the information is correct, click [Yes]. If not, click [No].

First Name: GUEST

SSID: GUEST-117116

Last Name: GUEST

Grade:

Date of Birth: None

School: GUESTSchool

No **Yes**

To log in to the Practice Test, simply select [Sign In], then navigate through the login screens.

Your Tests

Select a test.

| | |
|--|---|
| <p>Start Math Grades 3-5 Training Test</p> <p>This is opportunity 1 of 99</p> | <p>Start ELA Grades 3-5 Training Test</p> <p>This is opportunity 1 of 99</p> |
| <p>Start G4 Math Practice Test</p> <p>This is opportunity 1 of 99</p> | <p>Start G4 ELA Practice Test</p> <p>This is opportunity 1 of 99</p> |
| <p>Start G4 Math Performance Task</p> <p>This is opportunity 1 of 99</p> | <p>Start G4 ELA Performance Task</p> <p>This is opportunity 1 of 99</p> |

47

Accessibility Settings

Choose Settings:

MATH Grades 3-5 Training Test

Language:

American Sign Language:

Color Contrast:

Highlighter: ☒

Mark for Review: ☒

Masking:

Strikethrough: ☒

Text-to-Speech:

Expandable Passages:

Streamlined Interface:

Translations (Glossaries):

Permissive Mode:

Zoom:

Student Comments:

Go Back **Select**

48

Answer Keys

- <http://www.smarterbalanced.org/practice-test-resources-and-documentation/#scoring>
- Scoring Guides

Scoring Guides

| Grade | |
|---------|--|
| Grade 3 | Grade 3 Math [PDF] Grade 3 Math Performance Task [PDF] Grade 3 Math Braille [PDF] Grade 3 Math Braille Performance Task [PDF] Grade 3 ELA/Braille [PDF] Grade 3 ELA Performance Task/Braille Performance Task [PDF] |
| Grade 4 | Grade 4 Math [PDF] Grade 4 Math Braille [PDF] Grade 4 Math Performance Task/Braille Performance Task [PDF] |

49

MT Smarter Balanced Support

- <https://mtsmarter.measuredprogress.org/portal/> is home for all online Smarter Balanced assessment administration information.
- For questions regarding the online testing system, please contact:
 - MT Help Desk at 888-792-2741 or
 - montanahelpdesk@measuredprogress.org.

50

MontCAS Contacts

Angie Koehler, Assessment Assistant

406-444-3511 akoehler2@mt.gov

Yvonne Field, Assessment Specialist, ELP and NSCS

406-444-0748 yfield@mt.gov

Pam Birkeland, Special Projects

406-560-2060 pbirkeland@mt.gov

Paula Schultz, Smarter Accommodations

pschultz2@mt.gov

Judy Snow, State Assessment Director

406-444-3656, jsnow@mt.gov



Mellicent Friddell, Measured Progress Montana Program Manager 51

603- 749-9102 x7024 Friddell.Mellicent@measuredprogress.org